Mark Georges

Lesson Plan #2 for Carlos

**Social Studies Objectives and Related TEKS:**

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

**English Language Arts Objectives and Related TEKS:**

**Reading Comprehension**

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

(6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).

(7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

(8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) sequence and summarize the plot's main events and explain their influence on future events;

(B) describe the interaction of characters including their relationships and the changes they undergo; and

(C) identify whether the narrator or speaker of a story is first or third person.

**Reading Fluency**

(3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

**Written Communication**

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

**ELL Learners**

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

**Activities**

Reading Comprehension—Guided Reading of En el Barrio, by Alma Flor Ada. We will continue discussing aspects of the community life and how each person has a part to play.

Written Communication—Carlos will write a story about his ideal neighborhood. We will use some of these prompts if necessary:

* Where is your neighborhood located?
* What type of businesses are close by?
* What is your favorite thing to do in your neighborhood? What is your favorite restaurant?
* What would you do for work in your neighborhood?

Community Matching: We will play a matching game that will include different people in the community. (ie policeman, baker, grocer, etc) Carlos will have to match the person to something that is associated with their position in the community. We will each take turns and see who gets the most matches.

Parts of a story: We will examine the various parts of a story by making a story pizza. Carlos will read La Pizza, and we will discuss how making pizzas is like writing. You have to have all of the right ingredients to make your pizza delicious, just like you have to have all of the elements of the story to make your story just right. Carlos will then draw a picture of a pizza and add the “ingredients” to his story pizza including: Characters, plot, conflict, etc.

Reading Fluency Continued—We will read Un Sillon Para Mi Mama by Vera B. Williams. We will discuss the story, make predictions, and evaluate the story as we go along.

Materials needed: Paper, Pencils, crayons, Community Matching Game, Un Sillon Para Mama, En el Barrio, and La Pizza.

**Evaluation:**

Teacher observation/anecdotal records on lesson plan for reading comprehension and fluency.

Rate and accuracy from timed reading from Un Sillon Para Mama.

Assess the story written about the community looking for understanding between the members of the community, their functions, and their needs.

Have fun with the Community Matching Game